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ABSTRACT

The first chapter of the literature review describes the Career Intern Program (CIP), a cooperative career education venture of the Opportunities Industrialization Centers of America and two Philadelphia high schools, which is composed of three steps: career awareness (general orientation, development, motivation); career exploration (academic instruction, career expectation instruction, hands on work experiences); and career specialization (on-the-job training, technical schools, community college). Chapter 2 describes the identification of the potential dropout with respect to the following factors: the verbal deficit, the individual student's personality, environmental factors, and student self-concepts. The remaining two chapters review the literature of career education programs similar to CIP throughout the rest of the U.S. Chapter 3 surveys primary prevention programs and deals separately with: programs to change the schools themselves, targeted educational programs, remedial educational programs, vocational educational programs, counseling programs, and work study programs. Chapter 4 surveys rehabilitation programs, and deals separately with: continuation education, rehabilitating the dropout, and rehabilitating the juvenile delinquent. (JR)

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CAREER INITIATION IN ASSOCIATION WITH ALIENATION FROM SECONDARY SCHOOLS

A. AN OPERATIONAL MODEL AND ITS LITERATURE

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ALSO AVAILABLE:

The Continuing Education Unit, by Anne C. Kaplan and Clive C. Veri. ERIC Clearinghouse in Career Education Information Series Number 1, CE 001 735.

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Educating for the Integration of Occupational Clusters into Careers, by Joyce Cook, Dale Stenning and David V. Tiedeman. ERIC Clearinghouse in Career Education Information Series Number 3, CE 004 793.

A Career Education Primer for Educators, by Walter Wernick, David V. Tiedeman, John Eddy and Betty J. Bosdell with a Bibliography of ERIC Career Education Literature prepared by Tyrus Wessell and James E. Hedstrom. ERIC Clearinghouse in Career Education Information Series Number 4, CE 004 996.

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PREFACE

Transition from School to Work

At present, one third of all students in the United States leave secondary school before graduation. Some leave because they are dissatisfied with the traditional academic experience; others are forced by financial need to drop-out; still others are expelled for disciplinary reasons. But whatever the reason for leaving school, the drop-out with few exceptions, tends to be ill-prepared for work, with poor or imcomplete training and little career orientation. They must accept an "entry-level" job with a low salary and little chance for advancement.

The drop-out is likely to expect that his/her needs (especially financial) will be met more quickly in the work environment than they were in the school environment. Soon, however, they discover that progress in work is as slow as was progress in school for the poorly prepared. This, then, becomes the life cycle: low income; a growing feeling of helplessness and insecurity; inability to escape poverty.

A national awareness of the seriousness of the drop-out problem, combined with a recognition that education and work in this country must go hand-in-hand, has led schools, social agencies, government, and businesses to develop a variety of innovative programs. Open schools, Right to Read efforts, children's television programs, and school voucher programs are some attempts to give American youth a positive outlook on education before they reach drop-out age. Career education programs are aimed at drop-outs and potential drop-outs to ease the transition from school to work with remedial education and job training in this specific case.

One such career education program is the Career Intern Program (CIP). The National Institute of Education funded this joint venture of the Opportunities Industrialization Centers of America (OICs/A) and the Philadelphia School District as a developmental and evaluative experiment. Our purpose in this review of educational literature is to put the Career Intern Program into the perspective of comparable research being done in the same field. Specific areas to be examined in this overview include the identification and review of related programs in career education with particular emphasis on the measures used to evaluate such programs.

CHAPTER 1

A SCENARIO FOR THE CURRENT SCENE IN CAREER EDUCATION: THE CAREER INTERN PROGRAM OF THE OPPORTUNITIES INDUSTRIALIZATION CENTERS OF AMERICA

The Setting

Philadelphia's Germantown High School and its paired high school provide the Career Intern Program with its recruits. At these schools the average daily attendance rate (66%) is significantly lower than the city average (87%); the drop-out rate is between 15% and 25%. Problems of gang control and violence are frequent. School officials find many of the students pessimistic about their chances of finding meaningful employment.

The Career Intern Program represents flexible education in a vocational and psychological environment for students who are disenchanted with school and ready to drop-out. It gives these potential drop-outs a chance to use educational and community resources in Philadelphia to their best advantage in the making of a first and thus highly important career step.

Selection, Recruitment, and Transfer

Selection for the CIP starts with a recommendation for consideration from the counselors of these two feeder high schools. The Urban Career Education Center (UCEC), which administers the program, then reviews the case under recommendation. To be accepted, a student must have no major disciplinary record. The student must be reading at at least the fifth grade level.

The students and their parents are then given an orientation on the program in an interview at the Center and, if both are willing, the transfer is made. The student is then given the Advanced Stanford Achievement Test to determine his/her level of achievement in the subjects which are taught in the Center.

Program

The Career Intern Program embraces three steps in career initiation--Career Awareness, Career Exploration, and Career Specialization.

Career Awareness is emphasized in the first ten weeks of CIP. Two days of general orientation are followed by two weeks of courses in Development and Motivation. The intern takes four courses in the Development and Motivation sequence: self-awareness, career orientation, social adjustment and test sophistication. This is the period in which the centering of career in self is explicitly confronted. In the next seven weeks, career cluster material is integrated into the academic course material for language arts, social studies, mathematics, and sciences. Self-realization is an implicit part of instruction in this area. In the final three days of the Career Awareness step, each intern is assessed. Counselors from the Development and Motivation sequence and teachers from the academic courses provide the intern with evaluations and suggestions. Each intern formulates a tentative career development plan in consultation with his/her career advisor. An intern can elect at this time:

(1) To leave UCEC immediately, possibly first taking the General Educational Development (GED) test. He or she may then go into part of full time work in conjunction with further skills training elsewhere, or undertake further skills training elsewhere right away;

(2) To continue education at UCEC through 12th grade in the normal manner;

(3) To work half a day and attend UCEC the other half; or

(4) To attend industrial training and hold a job in the same industry.

The second or Career Exploration step lasts from eight weeks to a maximum of four semesters depending on the career needs of the individual intern. Language arts, social studies, mathematics and science are taught each semester that an intern is enrolled in UCEC; electives are offered in minority history and consumer education. Instruction for career expectations is fused with academic instruction, with expectations of employers, requirements for success on the job, and the advantages and disadvantages of various careers considered along with regular course content. Teachers direct and pace their classes using individualized learning packets developed for CIP. During step II, interns also enjoy "hands on" work experiences, at least twice a week for four weeks. Unfortunately, labor regulations and employer skepticism largely limits these "hands on" experiences to observation, but an intern is at least able to experience the social and functional milieu of work environments consistent with his/her career development plans.

At the end of this step, the intern can elect to proceed:

(1) To train on a job;

(2) To undertake further skills training in a specialized post-secondary institution; or

(3) To go to college.

The third step is Career Specialization. Interns who elect on-the-job training as their career goal are helped to secure a job which will train them in the field they have chosen. This training may involve full time or part time paid employment, depending on the needs of the intern for school completion or qualification for the high school diploma. The intern can elect to enroll in a technical school or a community college for advanced skills training.

UCEC provides intensive college preparatory courses for those seeking this alternative in their career development plan, and also helps interns with applications and admission tests.

CHAPTER 2

IDENTIFICATION OF THE POTENTIAL DROP-OUT

Public education has been compulsory in this country for nearly a century, and concern for students not doing well in school has a fairly long history. It is only within the last twenty years, however, that truly concerted efforts have been made to get at the roots of the problem of the educationally disadvantaged.

A primary concern of researchers has been to look for common factors which might help identify why some students drop-out and others do not. All too often, as Ehrle (1967) notes, "...the culturally deprived, disadvantaged, ghetto dwellers, impoverished, school drop-outs and delinquents tend to be lumped together as a single entity in many contemporary news stories and even in reports of professional journals." Lipton (1962) suggests that the very term "cultural deprivation" is meaningless for it indicates only a symptom, not a source. What then is the etiology of the school alienation that leads in some cases to early school leaving; and why does school alienation originate more frequently--but not invariably--from the lower range of cultural deficits?

The Verbal Deficit

The drop-out problem may have its etiology in the sharp contrast between the non-verbal home/neighborhood and the school, when the youth and the school can't accommodate to each other. One weakness of the potential drop-out student often is language and conceptual poverty. Newton (1960) suggests that it is impossible for students with a verbal deficit to assimilate concepts equal to their learning potential.

Havighurst (1965) stresses the social origins of the verbal deficit. He indicates that the disadvantaged child lacks a family that encourages reading and other experiences using hand and mind. The child also lacks a family conversational experience that might stimulate verbal behavior and curiosity. Siller (1957), investigating the relationship of socio-economic status to concept ability, found that high status children did better than low status children on all tests of conception. The high status children were also better able to select abstract definitions.

Ornstein (1966) offers a view of the cycle which may ensue when a child with verbal deficiency enters school. Born into a home in which parents are verbally deficient, in a neighborhood where such deficiency is widespread, the child entering school is subject to distinctions and derogations which he/she has not earlier experienced. He/she may react with defiance, and the deficiency then becomes further aggravated through self-deprivation. Finding support from others like him/her may put him/her in a delinquent sub-culture of youths testing authority playfully or angrily. A negative racial experience will exacerbate the deprivation experienced in school.

Green (1960-61) confirms the nature of the effects of verbal deficiency at the secondary school level.

The Individual

Some researchers have attempted to understand the disadvantaged student by focusing intensively on the individual. Leshner and Snyderman (1966) worked with failure cases in a vocational development program. Their findings suggest that failure cases are of four kinds: (a) youths who have difficulty identifying with people and sustaining organized behavior; (b) youths who are immature, suggestible, easily distracted, lacking in future orientation,

and having difficulty directing their own activities; (c) youths who are unable to tolerate structured activity and to engage in self-discipline and; (d) youths who fail to see meaning in a work situation because it is not relevant to their life experience.

Similar patterns are noted in other studies. Quay (1966) investigated the problem behavior of 122 twelve-year-old delinquent males. His factor analysis indicated that three factors tend to interfere seriously with learning: psychopathic unsocialized; neurotic-disturbed; and sub-cultural socialized.

Becker (1965) administered a delinquency scale, the Taylor Manifest Anxiety Scale, and the Gordon Personal Inventory to 609 federal reformatory residents with other tests and demographic measures. His findings indicate that this group of delinquents could be identified on the personality dimension "acting-out neurotic."

Predicting Early School Departure (1): Environmental Factors

Those who seek to contravene probable effects of the early school departure syndrome need to identify early school departure soon enough to prevent it. This calls for predicting the potentiality of dropping-out.

Cangemi (1964) listed twelve symptoms of student maladjustment which were more characteristic of drop-outs than of students who stayed until graduation. They are: retardation in reading and arithmetic, poor work habits, irregular and intermittent attendance, poor scholastic achievement, lack of ambition or incentive, withdrawal, obsession for economic independence, occupational mindedness, negative views of education by parents, frequent tardiness, nonacceptance by school mates, and performance consistently below potential.

Moore studied drop-outs and their schools for New York State in 1963. His effort identified parent socioeconomic status, community type, and school size as significant factors. Recommendations were made for transferring those facts to individual students and classes for concerted attack on any individual school's inadequate holding power.

Randolph and Holmes (1972), in an effort to identify potential drop-outs in the upper elementary grades, suggested five categories of identification:

(1) Overt disruptive behavior;

(2) Insecurity-withdrawal;

(3) Lack of goal orientation;

(4) Antisocial behavior; and

(5) Peer interaction.

Markus (1964), in an effort to construct a model to identify and predict high school drop-outs, selected the following three performance areas for identification of potential drop-outs:

(1) Individual performance factors;

(2) Family performance factors; and

(3) School performance factors.

Hopkins (1964) considered the following variables to identify potential school drop-outs:

(1) Scholastic ability;

(2) Achievement;

(3) Level of reading comprehension;

(4) Educational attainment of parents;

(5) Occupational level of parents;

(6) Attendance;

(7) Participation or non-participation in school activities;

(8) Stability of elementary school enrollment;

(9) Grade; and

(10) Age in grade.

Gillingham (1964), in a study of drop-outs identified the drop-out as an individual who was disinterested in school, was a poor reader, had a low scholastic aptitude level, did not work after school, did not participate in extra-curricular activities, had low socioeconomic status, was usually from a broken home, and had parents with a low educational level.

This list is quite similar to that used by Hopkins above. The Drop-out Rating Scale developed by Gowan and Demos in 1966 is based on the following ratings:

(1) School attendance;

(2) After school work hours;

(3) Number of siblings in the family;

(4) Sociological background;

(5) Reading achievement;

(6) Grade-point averages;

(7) Citizenship marks;

(8) Over-age for grade; and

(9) Number of school systems attended.

This list again confirms the factors used in the Hopkins and Gillingham prediction models.

Predicting Early School Departure (2): Self-Concepts

No matter what his inheritance and his family and neighborhood background, the student himself/herself determines if he/she will actually drop-out of school. Does the self-concept of the individual signal likelihood of his/her early school departure? Some work has been done on this issue.

Beaird (1964) used the Self-Structure Scales (developed by Washburn), divided into three subscales of Conformity, Ambition, and Adjustment to compare the self-concept of drop-outs and non-drop-outs. No significant difference was found between the drop-out group and non-drop-out groups on the three subscales.

Fifield (1963) also attempted to use self-concept to identify school drop-outs. Fifield used the Osgood concept of verbal opposites in semantic space. Four scores were derived:

(1) Self-appraised concept;

(2) Self-ideal concept;

(3) Absolute difference between the self-appraised and the self-ideal scores; and

(4) The congruence index.

Again, no significant difference was found between the drop-outs and the stay-ins on self-concept.

Fink (1962) attempted to develop a criterion for predicting school drop-outs using two kinds of variables:

(1) Self-evaluative level of occupational aspiration (measured by Haller's Occupational Aspiration Scale); the subjects' educational plans; the subjects' estimate of each parents' aspirations for the education and occupation; and the subjects'

estimate of the amount of education achieved by each parent; and

(2) Objective--race, age, IQ, verbal, arithmetic, and numeric reasoning of the Differential Aptitude Test, grade-point average, and father's occupation (socioeconomic status as coded by both the North-Hatt and Duncan SEI Scales). Results support current literature regarding the importance of GPA, IQ, and over-agedness in predicting early school departure but add new dimensions by showing the significance of occupational aspirations and parental educational aspirations. Socioeconomic status proved insignificant in this study when its effects are borne by the other variables related to it.

Schneiderman (1964) investigated the relationship between impoverishment and life style with a sample of welfare families using the Harrison Chronicity Formula. Findings indicate a significant level of consensus on three of the five values: present time orientation, harmony with nature orientation, and "being" versus a "doing" activity value orientation.

CHAPTER 3

PREVENTION OF THE DROP-OUT SYNDROME: A SURVEY OF THE LITERATURE ON PRIMARY PREVENTION

A quite considerable consensus has formed in the United States that students should be helped in the transition from school to work when they become alienated from school. (Vocational Education Amendment of 1968, 1970) Direct facilitation now begins when students reach their fourteenth birthday if they then show strong signs of school alienation. The introduction of work into an educational program can be highly beneficial to the student: learning-while-doing necessarily involves the intrinsically rewarding conditions of motivation, self-evaluation and self-direction.

Unfortunately, in today's rush to make education "relevant," many programs overlook an important consideration. It is, that considerable preparation for learning-while-doing is necessary, i.e. students must be oriented beforehand to the situations they will meet on the job, for here they must really "put themselves on the line."

A second consideration is also important for a program of drop-out prevention. The verbal deficit takes its personal toll in the potential drop-out as the individual moves from a verbally impoverished home and neighborhood into a verbally oriented school. Doubts about personal competence, a feeling of powerlessness in the school situation, and alienation toward school made manifest through covert or overt anti-social acts--these are the effects on persons who see no place for themselves in the establishment. When the personal effects of this syndrome crystallize, all the school reorganization in the world has little or no effect. What is vital at this time is the

personal reorganization of the individual, who must be helped to look at himself or herself in context, to reengender a positive attitude toward his/her own power to influence a situation. They must conceive a new line of attack, taking back the responsibility to educate themselves and to live within accepted social bounds. Guidance and counseling programs are a necessary part of making education a rewarding and successful experience for those alienated from school.

Programs of primary prevention include school programs designed to identify potential drop-outs and to provide help before early school departure occurs. The Career Intern Program described in Chapter 1 is one comprehensive attack on school alienation for the prevention of the drop-out syndrome. Other programs using similar or unique approaches will now be considered beginning with attempts to change the schools themselves. We then turn to targeted education programs, remedial education programs, vocational education programs, counseling programs, and finally to the career education or work/study approach.

Prescription for the Schools

Urban schools bore the brunt of the early school leaving problem in the 1960's and were forced to organize educational responses to meet its challenges. Gillingham (1964), reporting on drop-outs in the Dade County (Florida) schools for 1960-61, noted what Dade County Schools needed to do to meet the challenge of growing school alienation in the county. Prescribed were: flexible scheduling, expansion of work-study programs, development of a home contact program, selection of teachers sympathetic to students needs, inservice training for teachers, development of a special reading program, provision of special tutoring, encouragement for students to participate in school activities and establishment of parent-teacher conferences.

Easley (1971) has published the results of a needs survey for the Spartanburg City Schools which illustrates the lengths to which school reorganization must go if adequate educational response to school alienation is to ensue. The recommendations which came from this needs survey were: (1) establish a regularized school-community relationship to provide both input and feedback systems related to curriculum and teaching methodologies; (2) institute a comprehensive and coordinated pre-school program to diagnose, remedy and alleviate learning difficulties in pre-school children; (3) provide experiences to ease the transition from elementary to junior high schools; (4) introduce added vocational majors and courses into the high school and added academic offerings into the vocational school; (5) establish a comprehensive secondary academy and adult education center to afford opportunities for students 17 years of age or older to attend classes that would earn high school credit; and (6) change the class organization for the junior and senior high schools to allow small groups of students to progress throughout their secondary school program with the same homeroom teacher, core-subject teachers and the same counselor. With the exception of some needed additional emphasis on individualizing instruction and personalizing education, Easley's list outlines the structure of the changes which American schools are making one way or another in their effort to make education more relevant for alienated school youths and to see that learning-while-doing is a part of the educational framework. Project STAY is a demonstration project of the St. Louis Public Schools which has introduced a considerable range of the services recommended by Easley particularly at the secondary school level

(Drane, 1971). Project STAY reports that during its second project year the number of drop-outs from one of its experimental schools was reduced from 49.8% over the baseline year to 22.1% over the first project year.

Kaufman and others (1968) demonstrated that successful student reawakening to education begins with concerned teachers who really reach their students. Such teachers succeed in either academic or skills training. Huffman and others (1971) reported on a related project of a need to train teachers in the skills needed for dealing with school alienation. Somers and Stromsdorfer (1970) reviewed 60 In-School Studies on Summer Neighborhood Youth Corps programs. A major conclusion was that providing jobs was not enough to prevent drop-outs; that counseling was also needed.

Targeted Education Programs

"Operation Bridge" is a comprehensive response to the potential drop-out problem which has been organized with the Aims College area of North Central Colorado (Rangel, 1973). The Project focuses primarily on disadvantaged students primarily of Mexican-American origin. These students are given a wide range of help extending from individual tutoring, to intensive guidance about career development, to help in obtaining vocational training and job experience, to placement. This program is organized within a larger K-12 effort designed to infuse career awareness, orientation, and specialization within the regular curriculum of the region's schools. Rangel reports cultural and parental acceptance, community involvement and help, needed school reorganization and personnel training, and curriculum development. Direct students results are not yet available.

Another step in widening the school response to provide a place for the potentially school alienated is that of providing a curriculum closer to

their needs and capabilities. Savitzky (1962) offers an extensive compilation of curriculum resource units to help secondary school teachers of slow learners and potential drop-outs. The functional materials presented are related to the experiences of slow learners and potential drop-outs.

Remedial Education Programs

School alienation and educational deficits tend to go hand-in-hand. Hence, one widespread educational response to school alienation has been the introduction of remedial educational programs to supplement regular teaching effort. Counseling ordinarily figures heavily in such programs. The general literature on remedial education is quite large, particularly in the area of reading. However, only two articles were identified which considered remedial education in conjunction with vocational education for potential school drop-outs.

"Vocational Education Activities in Kansas, 1968-70" (1971), is a report on projects in the State of Kansas. Included in the list of many vocational education projects organized in Kansas are short descriptions of several dealing with remedial instruction for disadvantaged youths when they are enrolled in vocational education.

The "Progress Report (on the)...Educational Component of the Public Service Careers Program" (1968) outlines what the City University of New York did to help qualify deficient students interested in public service careers in the Department of Hospitals, the Department of Social Services, and the Board of Education. Remedial courses were provided in high school equivalency, human relations, and English as a second language. Normally these three areas are seriously affected by the early school leaving syndrome.

Vocational Education Programs

Vocational education has existed with Federal support for over half a century in the United States. Here we will consider vocational education programs designed to overcome school alienation and prevent early school leaving, or to alleviate problems that early school departure caused.

One study considered the benefits and costs of vocational education: Corazzini and others (1966) focused on the Worchester, Massachusetts School District in an attempt to assess the value of high school and post-high school vocational schools as means (1) to prevent dropping out, (2) to increase lifetime earnings, (3) to increase geographic mobility of graduates, and (4) to increase intergenerational movement of workers. Contributions of the school were found to be marginal in the first three areas and only relatively successful in the fourth. These results are not surprising in view of the fact that vocational education did not specifically attack the problem of early school leaving until about the time the study was done. Results are not likely to appear until several years after a school deliberately seeks a new objective. The programs reported in this section to alleviate the problem of school alienation were generated by an educational system which emphasizes verbality and fails to honor learning-while-doing. Vocational education programs designed to deal with the school alienation problem must consider both or the program cannot hope for success.

The vocational education response to public clamor to ease the transition of youth from school to work during the period under review has been primarily to introduce revisions into the existing system or to attempt to revise the system.

A 1961 initiated Coordinated Vocational-Academic Education Program (Thompson, 1971) epitomizes the possibilities within vocational education to reorganize instruction for clearer service to potential drop-outs. The DVAE Program focused on providing basic skills at levels commensurate with the capabilities of potential junior and senior high school drop-outs. The guidance services in the Program focused on the problem of improving the self-image of students. That a work-study program was added in 1966-67 indicates a recognition of a need for coordinating learning by doing with basic instruction in a more comprehensive program for easing students' transitions from school to work. (Davis, 1972)

The story of Vocational Village of the Portland (Oregon) School System (Thurston and Weber, 1971) illustrates a second response within vocational education to the challenge of meeting the needs of potential drop-outs. Vocational Village was organized in the Portland School System to provide different opportunities for students who had not been successful in traditional high school programs. The basic element in Vocational Village was the personalization and individualization of instruction. As the program matured, it found need to modify its screening procedure, develop behavioral-based instructional materials, increase cooperative arrangements with businesses in the community, and improve a student's self-evaluation of his/her progress in the program. One result reported is that from 50-70% of parents gave the Program credit for considerable improvement in their childrens' school and job attitudes and activities.

Another kind of response to the challenge of making school sufficiently relevant to the potential drop-out is epitomized by the Production Workshop Project (Kilbane and Fleming, 1972). The Workshop added vocational training

in a production workshop setting to block-scheduled academic instruction. Changes were made both in the content and in the organization of instruction. A key element was the involvement of students in a combination of laboratory work and regular instruction. Students were paid a small sum per hour for their work, being permitted to earn up to $2.50 per week or a maximum of $45 for the semester. Students demonstrated normal progress in reading, significant gains in mathematics and in grade-point averages, improvement in attendance, a lower drop-out rate than the regular school students, and an increase in positive views of themselves as students.

Another characteristic response is illustrated by a pilot project of occupational training for school alienated youth (Lowe, 1970). Students were transferred from regular school to work three hours per day in the occupational center and four hours per day on a related job. Informal evaluation showed that 96% of the students were working to the complete satisfaction of their employers, 71% were on jobs directly related to their training, and over 50% obtained their jobs through the school placement services. The report points out that drop-outs are attracted to a center like this with a curriculum that meets their needs, interests, and aptitudes. In addition, dissatisfaction with school can be changed, peer relationships can stimulate health, personal, and social adjustment, parents can be involved, and business and industry will be pleased with the program. Support of this result is also found in a study involving inner city potential drop-out students.

The Vocational Education program in Washoe County, Nevada indicates a further attempt to recognize that every person, regardless of age, should have the opportunity to enter into an adequate system of vocational education.

This was accomplished by planning for: (1) occupational orientation for students in the elementary grades; (2) exploration of a full range of occupational choices in junior high; (3) an occupational cluster approach for all senior high school students, and (4) specific occupational training for all post-secondary and adult students (Johnson, 1970).

Counseling Programs

Public concern for relevance in education has had a marked effect on changing guidance and counseling services so that they bear more directly on the transition from school to work for all students. In this review, we deal with that very small set of such program changes concerned directly with improved service for potential drop-outs.

Yunker (1967) reports a study in which small group guidance sessions and industrial tours were provided for an experimental group of eighth grade males considered lacking in academic interest and judged likely to leave secondary school without graduating. It was hoped that the experience would make them more cognizant of vocational opportunities for qualified persons, help them select better academic programs, increase their awareness of personal strengths and weaknesses, and increase their awareness of the relationship between school and work. None of these expectations proved significant statistically, in comparisons of the experimental and a control group. The only statistically significant changes occurred in the upward movement of the experimental group's interest in mechanical and scientific occupations as revealed by the Kuder Preference Record.

Tonkin (1967) reports on a program at Sterling (Illinois) Township High School which was instituted to provide better vocational counseling services for all students, particularly potential drop-out students.

Recognizing the verbal deficit common to most drop-outs, the program introduced closed circuit television as a medium for the provision of otherwise unavailable occupational information. Students were involved in the videotaping of live occupational situations later shown in the classroom. Unfortunately, the report does not indicate what effects have been achieved by this procedure. The expectation seems sound, particularly if the counselors succeeded in getting student participation in discussing the occupational situations replayed on the videotape.

A similar counseling program was developed in Houston, Texas (Houston Vocational Guidance Project, 1972) for students not bound for college. Several reasons were given for the program's effectiveness: (1) the program was developed within a school system; (2) the counselors were the people who had responsibility for the guidance; (3) plans were made for a counselor-based program that was realistic in terms of case load; and (4) counselors were given further counselor training with competent consultants in the field of group counseling and group dynamics.

Career Education and Work/Study Programs

Career education has been a recent educational response for making schools more relevant for all students. The Career Intern Program is described in Chapter 1; following are descriptions of other career education programs and similar related responses.

Dayton (1973) reports that Georgia's statewide Coordinated Vocational and Academic Education (CVAE) Program is administered with a good deal of local autonomy in 125 of the state's high schools. CVAE is designed for underachieving students who are potential drop-outs. The Program offers career education through academic courses, career and personal counseling; and work experience. The Program seeks to help potential drop-outs develop positive attitudes toward work, toward other people, and toward environment,

and to keep potential drop-outs in school. Several case studies are reported in this document but no further evaluation is noted.

The Exemplary Vocational Education Project is an ambitious project illustrative of extensive schoolwide changes which may have its effect on making school more relevant for all. The Project, a joint venture between the Bobinsdale (Minnesota) Area Schools and the Minnesota Environmental Sciences Foundation, Inc., seeks to develop a systematic procedure for career education relative to environmental education and to assist high school drop-outs and other out-of-school youths in making career decisions. This intention requires that the project create curricular and organizational changes in the elementary, junior high, and senior high schools and for the Community Career Center for school drop-outs and other out-of-school persons. The program included in-service education for teachers, special vocational programs for the secondary grades, and the operation of a drop-in center for drop-outs which offered information on education and help in occupational planning. Career education was coordinated with the existing curriculum; teacher participation in the development of the program was therefore mandatory.

In practice, career education and environmental education were taught as separate entities, an indication of one of the persistent integrative problems still to be overcome. Teachers rated experiemntal activities such as shop experience quite highly. Students showed some changes toward occupations because of the program. The Exemplary Vocational Education Program Based on Environmental Studies, K-14, is one of the few studies reported in this review which has been extensively evaluated. The evaluation (1973) dealt with program management, inservice education, and student outcomes. Among other things, students were queried before and after the experiment about their attitudes toward work, personal job preparedness, knowledge of

work, the environment, and the environment and careers. Gains and losses of at least ten percent before and after the experiment are recorded for the four units of the experiment. The third party evaluation team concluded that the project was well-managed and that the staff were generally familiar with and committed to project goals.

A fourth well-received program was developed at Forsyth County Vocational High School (Royston, 1970). The main thesis of this program is an integration of the vocational with the academic subjects. The students spend one day a week out on a job, exploring a variety of occupations. In addition, special academic programs have been devised which integrate math and English in ways that are applicable to what the student is currently experiencing. Students seem excited about the program, and attendance of potential drop-out students has improved 39 percent.

Some schools have established work opportunity centers to meet the special needs of disadvantaged inner city youths who are drop-out prone in a non-school vocational setting. Almen (1971) describes one such Work Opportunity Center for 200 junior high school youths. Students attended a half-day program of vocational and related training. Small classes, individualized instruction, and the development of positive work, school, and self-attitudes characterized the program. Upon analysis, data revealed that the program was effective in developing vocational maturity, increasing general self-esteem, increasing school self-esteem, and producing positive and enduring school attitudes.

The Benjamin Franklin Urban League Street Academy seeks to help students stay in school, to help drop-outs return to school, or to help students enter the job market. The Academy includes one unit which counsels, tutors, and places potential drop-outs while providing an interesting recreational program as well. A summer enrichment program provides another element of the

program; an educational program constitutes the third element. The 1969-70 evaluation (1970) primarily sought to determine whether the participants in the education program continued their education, exhibited self confidence in their capacity to achieve in education, and/or became successfully employed. Over 78% of those who graduated from both phases of the program and 64% of those who left prior to graduation either continued their education and/or became successfully employed. The students tended to exhibit some hopelessness with regard to their future, but in general saw education as valuable, and the Academy as a place where they were accepted by persons in whom they had confidence. These results held up in the 1971-72 evaluation as well (Erickson and Hamler, 1972).

The social effects of the school drop-out syndrome are now so well understood that effort is being extended for the opening of residential schools in which a broad scale attack can be made on an entire family, not just on the one family member for whom early school departure becomes imminent. Residential programs such as job corps programs have also been initiated for the drop-out or the potential drop-out as well.

The Center for Vocational-Technical Education has a 1970 review and synthesis of the literature on this topic which is worth pursuit by interested readers. Warmbrod (1970) concludes in this review that residential schools provide a healthy learning and social environment for the urban disadvantaged, and an opportunity for youths in remote rural areas to receive vocational training. The residential vocational school can, therefore, fill a gap in our present educational system and it is possible that it can play a much larger role than is currently being considered.

The Los Angeles School System lays out a positive work-study philosophy in its "Report on Work Experience Education, School Year 1960-61" (1961). This report indicates that student benefits of work-experience education

include a reduction of the "no experience" problem, a general education while learning to work with others, practical application of learned skills, and the earning of spending money. The report also lays out three types of work-experience programs. The general types of work-experience considered in the theory of work-experience education are: (1) exploratory work-experience education, (2) general work-experience education, and (3) vocational work-experience education. Exploratory work-experience is ordinarily provided early, in order to give the student opportunity to "find himself" in the work market. General work-experience provides further maturing experiences which season students for work. Vocational work-experience provides beginning work in a specialty which the student presumably hopes to develop.

Korizek (1972) reports on a comprehensive and sequentially planned program located in the Helena (Montana) School District but directed by a consortium of relevant agencies. The program extended from the elementary to the secondary school and emphasized introduction of instruction about occupations which could be fused with other instruction throughout all the grades. McQueen (1968) describes a similar program in which instruction is given about occupational clusters, not just occupations. The Korizek program and the McQueen program both included some of the specific elements in career awareness, exploration, and specification which will be detailed in particular programs as the review proceeds. Korizek also reports a quite extensive evaluation of the comprehensive career education program and considers accomplishments or failures--program goal by program goal. A general recommendation was for the inclusion of more occupational information and work-experiences in the senior high grades along with intensive occupational guidance.

The specific need to intensify career exploration and specification activities in the junior and senior high schools is also exemplified by a report on the Work Experience and Career Exploration Program (WECEP) (School, Community and Youth, 1972). WECEP exposes 14 and 15-year-old potential drop-outs to the work world, impressing on them the importance of a high school education. An Early School Leaver (ESL) portion of this program provides an opportunity to explore the work world combined with an opportunity to acquire needed academic skills while doing so. The report notes significant gains in grade-point averages made by students in WECEP in nine of thriteen programs included in the evaluation. Furthermore, data suggest that WECEP students report more hope for themselves at the conclusion of the program. Similar reawakenings of hope occur in the ESL program.

Another career education program (Chance and Sarthory, 1972), conducted outside the school and at work stations, utilized a team approach with a counselor, teacher, role model and 10 to 12 students. During the first two weeks of the project, the students and some of the staff members lived in a residence dormitory on a nearby university campus. The work exploration phase of the project allowed students to explore numerous occupational experiences. They were permitted to change jobs when they learned the skills of a job or when their interest level was low. However, if they found a job that they liked, they could remain on it for the summer. Most of the remedial education occurred at the job sites as the teacher determined what each student needed with his job. The role model was a college student from the same environment as those students he or she was working with, and his/her role was to facilitate communication between student and teacher. This program had a high retention rate, 94.4 percent, and data indicated a drop in school absences, fewer suspensions, police encounters and incidence of misdemeanors. Teachers requested group counseling training after the project, so that they

might do preventive group counseling with disadvantaged youth. In addition, the staff highly approved of the program, seeing tangible benefits in the form of improved behavior.

The Portland (Oregon) school system is using the career education framework for their internship program for potential drop-out students. This program allows the student to combine work and study, with academic credit for work. The "hands on" experience may aid a student in his search for that job where he feels he can make a contribution; it also provides a framework that nurtures development of aspiration. One student, an underachiever, was moving toward drop-out status before entering the program. She finished as a "star senior"--winning top academic honors in high school and planning a post-college law career (Off-Campus Experiences, 1972; p. 58).

DeKalb High School, DeKalb, Illinois is involved in a similar off-campus program. The Career Education Program includes the following work-exploration-study possibilities:

(1) Cooperative Work Training

(2) Work Experience Career Exploration Program

(3) Office Occupations

(4) Health Occupations

(5) Distributive Education

(6) Agricultural Occupations

(7) Industrial Cooperative Education

(8) Home Economics Related Occupations

This program is used by the regular students as well as potential drop-out students. Students who participate schedule their classes in the morning and work in the afternoon. All programs require class attendance in conjunction with work-experience; students receive credit toward graduation. Both community and student populations are very enthusiastic about the program (Cassani, 1974).

Some schools progressing in their attack on the drop-out program give potential drop-outs who are at least 14 years old opportunity in the eighth and ninth grades to divide their time between school and work (Cangemi and Fantani, 1963; Fantani, no date; Evaluation of the In-School Youth Work-Training Project etc., 1968; and Fishman and Edwards, 1972). Fantani describes such a program from preschool through high school. In Fantani's ideal program, the curriculum is structured to provide increased educational motivation and language development depending on the special needs of the child.

In the elementary program, special emphasis is placed on reading motivation and the growth of self-awareness. Counseling is available for the expansion of a child's learning program. A Cadet Training Program is then introduced to give the potential drop-out at 14 a work-study program suited to his/her immediate needs. The Cadet learner develops understanding and appreciation of the social and economic values of production, distribution, and consumption of goods. He/she discovers his/her own interests, aptitudes, and abilities. He/she gains experience in understanding occupational opportunities and in applying for positions. Later he/she may enter an Internship Training Program, the certificate night school program, or the apprenticeship training program, all of which lead to a high school diploma.

Experimental programs on intensified work-study programs for 14-16 year olds now make special reference to the income which an alienated student can earn while working (Cangemi and Fantani, 1963; Evaluation of the In-School Youth, etc., 1968). Unfortunately neither of these reports indicate whether there is personal value beyond the earning of pay. However,

Woolfolk (1971) does report that such a program motivates potential drop-outs to remain in school at least a year beyond their expected school departure at age 16. Fishman and Edwards (1972) also report a decline in drop-out rate for such a program, and gains in reading and arithmetic as well.

Does a school need to create a special center for alienated students to attend to finish their education while working part-time? Hamburger (1965) evaluated a New York City regular cooperative program in the mid 60's. Significantly, the program group averaged a 5.50 IQ-point increase over the 1.55 point increase of the controls. Potential drop-outs in the program group also improved in general attitude, attendance, and other non-academic behavior. Although the program group included more graduates than the control group, the program students did not increase in vocational aspiration any more than did control students. In addition, their absence rate on the job and their lateness was greater than that of regular employees.

Although the Hamburger study does not paint a completely positive picture for cooperative programs in large cities during the early 60's, the data do suggest that introducing work with study can help and that it can be created within the school setting. Nevertheless, subsequent education responses have largely been due to the creation of special provisions. For example, Moore (1963) describes a School to Employment Program (STEP) which provides a part-time school and part-time work experience for potential drop-outs 15 years of age or older. Teacher-coordinators play a crucial role in STEP (Savitzky and others, 1965), going to extra lengths to orient students to work, to supervise their initial work activities, to coordinate communication between school and home, and to coordinate communication between school and

employers. Moore reports that in 1962-63, 27% of STEP pupils were returned to a normal school program, 11% entered full-time employment, 13% were removed for lack of progress, 44% completed the year in STEP, and 5% became school drop-outs. In June, 1963, 66% of the STEP and only 48% of the control group were either in school or employed. Unfortunately, no followup data are available.

Cangemi (1964) presents a more detailed account of the operation of STEP in Syracuse, New York, Cangemi emphasizes that STEP students are paid prevailing wages for the work portions of their experience. This probably accounts for some of the favorable effects which Moore's study reports.

Beecher and DiPasquale (1962) describe a guidance and counseling reorganization effected in conjunction with the School to Employment Program (STEP). The guidance and counseling orientation program in STEP sought to develop skills, attitudes, habits, and understanding in work situations. Potential drop-outs were helped to formulate a real goal in life and to reorganize their work-study habits so that they could achieve their goal. Individual and group guidance for one period a day was the means elected to achieve these objectives. This is more attention than counselors are ordinarily able to give those they are assigned to help. In addition, the students were provided psychological and related school services, they were given help in getting a job while enrolled in the program and afterwards. Job rotation during the work-study program was recommended as an improvement on the program as operated.

The Career Planning Center described above was undertaken in the Seattle School District to attack the drop-out problem and also included a group counseling program, and the employment of para-professionals to seek, recruit, and help potential drop-outs. Helping services as extensive as these seem necessary to help potential drop-outs through the long period which is required

to reorient them from personal discouragement to hope (Twelfth Month Evaluation, etc., 1968).

Some schools go to greater lengths than STEP to set up unusual arrangements to keep students learning until they can successfully move to independence through work-supported incomes. For instance, Rull and Moore (1968) describe a service station training school which was one of several sheltered work stations developed to provide pre-employment experiences and training for drop-out prone students. Some schools have to set up their own businesses in order to give students opportunities to learn while working. Project Outreach (1972 and 1973) is conceived ambitiously as the comprehensive introduction of widespread school changes in curriculum school services, and teacher training. This project for potential drop-outs seeks no less than a complete transformation of the present Sheridan schools. Kreuter and Barnett (1967) carry special education of alienated youth to the ultimate extreme by helping such youths get jobs and then educating them at work.

The Federal government has made it possible to incorporate Neighborhood Youth Corps programs in schools in order to give alienated school youths opportunity to work while going to school part-time. "The Neighborhood Youth Corps: An Economic Opportunity Act Program" (1966) offers a general program description and a report on who is served. The literature describes one such program more fully in "A Proposal for a Modified Job Corps Program, etc." (1967) which was established in the Seattle Public School District. Sherman and Doyle (1967) describe another such program in San Jose, California. The Comptroller General's Report to the Congress (1973) reports an independent evaluation of several such Neighborhood Youth Corps Programs. The in-school component

Neighborhood Youth Corps was evaluated to determine if the school drop-out rate decreased among participants. The report concludes that the Corps had not contributed to a change in drop-out tendencies in the three communities evaluated. Walther (1967) also evaluated selected Corps programs in four cities. Interviews led Walther to conclude that the programs, though generally successful, need improvement in the racial and sex balance of enrollees as well as in work objectives (unemployment was high even among enrollees).

Sarthory (1971) describes how a Neighborhood Youth Corp Project was continued into the summer. The program involved summer employment, educational and social enrichment, and familiarization with the work world. The program was operated in conjunction with a university. This experience evidently did not prove as satisfactory as had been anticipated because cooperation between the project and university personnel was not fully satisfactory. Many project goals were attained nevertheless, and the authors even recommend continuation of the university "getting away" phase, probably "getting away" from school more than "getting to" a university dormitory.

Freeberg and Reilly (1972) have embarked on an experimental program to develop a test battery to select youths for enrollment in work-training programs. Included in their experimental battery are a number of interesting cognitive and noncognitive measures. Philosophically, their intentions are clouded on the issue of whether it is preferable to invent new programs that succeed or to exclude students who don't succeed from programs now in existence.

CHAPTER 4

REHABILITATION PROGRAMS

In leaving school before graduation, the drop-out often is declaring that he is tired of school and wants no more of it. Some drop-outs then find jobs and manage to live satisfactorily despite social and psychological deficits they may have accumulated through the frustrating period of school alienation. But, if some drop-outs succeed at work, some others become involved in legal difficulty and end up in detention centers. Still others find that their work progress is slower than desired or that the work is undesirable, and that they are not qualified for a better opportunity. Rehabilitation programs are efforts organized to reinstitute growth processes so that drop-outs can reach further maturation and further economic independence by means within the law.

Continuation Education

Drop-outs are often convinced that they have lost their only chance for an equal start with their peers. The developmental approach to this discouragement is continuation education. Such programs try to meet the individual where he/she is and to facilitate development from that point. A continuation program therefore treats the return to school by a former drop-out as a natural occurrence. A major task is to make the school flexible enough to accept the returnee and to meet the current needs of the returnee. Resources must be organized to meet the wide range of potential demands. In effect, the school must turn what the returning student has been doing at work into an educational experience. It must help the returnee acquire a

concern for career maturation so that they actually begin to understand their own desires and potential while in school again.

The literature on continuation education specifically for drop-outs is sparse. Only two programs have been described in terms of developmental value for those who leave school early.

The Continuation Education System Development Project is a California-based project designed to meet the needs of early school leavers. The curriculum includes both academic and job-related activities. The philosophy behind the Continuation Education System Development Project is reported by East and Barnes (1968). The approach is to train a student for the public aspect of their life--role as a citizen, role as a customer at a store, role as a vehicle driver who is likely to be stopped by a policeman. Some possible areas for training for community roles are health and safety, child care, clothing, home management, family relations, housing and furnishing, and food and nutrition. East and Barnes suggest that while training for community roles, a student can preserve his cultural background. They also note that family structures are difficult to deal with, but when the student masters job skills, family problems sort themselves out--family roles center around the family member who has the job. East and Dolan (1968), in an evaluation of this program, discuss requirements for student employment indicating a need for vocational training, for communication and computation skills, and for a reading level of at least 7.5 grade level.

Similar to the California-based project is one currently being operated at DeKalb County Open Campus High School in Clarkston, Georgia. Students with problems that prevent success in a traditional school attend the school. Day and night classes are offered to students over 16 years of age (Fisher, 1970).

Rehabilitating the Drop-out

The United States has given considerable attention to the educationally disadvantaged in recent years. "Resource Papers on the Disadvantaged" (1967) is a collection of four papers on the subject, including a review of the literature on rehabilitating the disadvantaged, cultural methods and activities required to overcome disadvantage, developing counseling and placement services for psychologically disadvantaged youth, and needs theory based goals for adult basic education. Kunce and others (1973) have also published a rehabilitation research kaleidoscope which assembles recent research on the value of rehabilitation services. Following is a review of studies concerned with the difficulties of retraining drop-outs and of programs set up for the rehabilitation of these youths.

Weber (1965) has studied the value of youth employment programs for unemployed and underemployed youths. Weber reports that once trained, these youths sometimes refuse to accept employment, are poorly prepared for earning money, get into trouble, sometimes quit low-entry jobs, are sometimes fired, and frequently have to be brought back into a program for further training and remediation. A shortage of the requisite kinds and numbers of jobs, inadequacy of existing vocational schools, the refusal of labor unions to support apprenticeship programs, and the lack of program coordination between those who train and those who hire are situational factors which aggravate the personal factors of the drop-out and his rehabilitation. Despite these difficulties, Weber holds that the school drop-out is for the most part trainable and employable, but only with a considerable investment in time and dollars. The economics of intervention and return on investment therefore indicates that prevention is cheaper than therapy. Schools, industries, and

the Armed Forces are roads to societal interventions short of therapy which are most useful in an overall developmental and primary prevention program.

Kaufman and others (1968) have quite carefully investigated whether or not an attempt to get former drop-outs to qualify for their diploma upon return to a school and employment program is advantageous. The study revealed that the diploma group benefited the most as measured by psychological tests. Proving able to beat the system upon return pays psychological dividends which cannot be overlooked in the interest of either giving drop-outs skills or psychological counseling.

Losi (1964) reports a comparative survey of high school graduates and drop-outs. Of the 96% of the graduates who reported; all were in college, at work, or in the Armed Services. A vast majority of the drop-outs were seeking employment a year or more out of school. A New Jersey state committee therefore recommended that the regular guidance and instructional program of the school be expanded to provide home interviews, in-service orientation for teachers and principals, a flexible and adjusted program of studies for drop-out returnees to school, and a work-study program. The guidance program was particularly expanded to provide service during the summer and during evenings of the regular school year as well.

Recommendations similar to those made by the New Jersey state committee ordinarily form the heart of program innovation when schools learn that they are a part of the problem of inadequate career initiation among school alienated youths. For instance, McCarthy (1970) reports a program in which teacher/coordinators prove to be key figures in helping young adults 16-20

years of age to return to individualized school programs involving assessment and the planning of a job upgrading program using the various secondary school resources available in fifteen centers in Detroit. The annual report of the "Supervised Independent Study Program" (1972) similarly tells the success of a vocational education program for early school leavers in Buck County in which returnees were tested, counseled, and tutored. Drop-outs are reported to have raised their employment chances in this program. The essential combination seems to be work, on-the-job training, and study. But, at the heart of these activities, is the giving of education back to youths, helping them cut through the academic jungle to familiar ground where they can root and sprout, and keeping with them long enough to help them get located in an independently pursued job following departure from the rehabilitative program.

Rehabilitation programs stem from the social work tradition. Bitter (1966) offers a training guide for the conduct of the positive and growth-oriented branch of the rehabilitation service offered by the St. Louis Jewish Employment and Vocational Service. The Jewish Vocational Services primarily consist of an habilitation workshop in which job skills are taught with the aid of audio-visual instruction and employer job sites. The program involves a cycle of skill evaluation, counseling, tutoring, supervised experience on the job, and placement at the conclusion of rehabilitation.

Other community social agencies seek collaborative arrangements with schools from which they demand habilitative service while they offer social service which schools don't ordinarily have. Berkowitz and others (1971) describe one such New York City program combining after-school work experience with group and individual counseling. Students were aided in adjusting to the educational environment while mediation with the school system was also established.

Not all rehabilitation agencies offer comprehensive services. For instance, Frost and Pilgrim (1969) report a focused rehabilitation program designed only to advance the reading skills for 16-21 year olds exhibiting marked deficiencies in reading. Key program elements include the diagnosis of reading deficiencies, individualization of instruction, use of multi-media, the high motivation of students, and good staff teamwork. Reading gains are reported.

Leubling and Trobe (1965) report on a program for drop-outs including psychological appraisal, social casework, pre-vocational training and work adjustment aid, remedial education, job placement, and follow-up services. Fifty-five percent enrolled in this program obtained employment and held it for longer periods than before, and 15% returned to school. "Operation Young Adults" (1971) offers a preliminary description of a similar comprehensive program designed for 14-21 year olds who have dropped out of school. This project has the unusual twist of also trying to develop a process for transferring earnings into the regular school system.

Several different variants on social service-based rehabilitation of early school leavers have been tried.

New York City in the early troubled 1960's initiated "600" schools for emotionally disturbed and socially maladjusted youths (Spevack, 1961). These schools (actually programs set up in hospitals, social agencies, and schools) sprang from the mental health tradition, but they did represent a massive urban response to the perplexing problem of school alienation. Starting over was the key concept. Individualized work was introduced and serious efforts were made to get students to believe that they were in

charge of their education with opportunity to use the "600" school resources for their own development. Intensive psychological and adjustment counseling was offered with the other services.

Some communities form new and independent agencies to meet the crisis of early school departures who can't get into work. Sharar and others (1969) describe one such Training Resources for Youth (TRY), Incorporated. Of the 544 out-of-school, out-of-work, underemployed young adults 17-21 served by TRY at the time of the report, 48% graduated, 45% dropped out again or were discharged, and 7% terminated for non-project related reasons. A follow-up revealed that 12% of TRY graduates went to college, 76% were placed in training-related jobs, 7% went to the Armed Forces, 4% were placed in nontraining-related jobs, and 1% went to other training programs.

Joseph and Almen (1970) report on a similar Work Opportunity Center for high school drop-outs and hardcore unemployed youths in Minneapolis. Creative innovations, individualized attention, change, and flexibility were the guidelines for this well-staffed program which also offered instruction in vocational education. Students who attended the Center were found to be better paid, possess positive self-concepts, and to be better adjusted than their non-attending peers. Included in the reports on this Center are curriculum reports on the special instructional materials that were conducted in reading, (Decker and Anderson, 1969); social communications (Brown and Anderson, 1969); communication (Vickstrom and Anderson, 1969); and creative art (Benna and Anderson, 1969).

The Job Corps concept has been extended for high school drop-outs who can commute (Commuter Job Corps, 1970). The Commuter Job Corps Program resulted in an 80% summer employment rate and a 50% retention rate.

Dade County has gone so far as to change its cooperative education program for drop-outs into a career college (Career College, etc. 1969). This interesting conception was tried in its first year with 60 students who alternately studied and worked full-time. Counseling services, developmental activities, cooperative work experiences, and relevant learning experiences constituted the program elements.

Hornbostel and others (no date) evaluated an Oklahoma City program for 17-22 year olds who had been out of school for a year. The program involved academic and vocational training, self-development, and job placement. Some subjects were given a combination of academic and vocational training; and others were given only one kind of training. During the first year after the program, the academic-vocational and the vocational groups exceeded the academic and control groups in proportions entering the labor market, the average number of weeks of employment, and average annual earnings. Differences blurred during the seond year. The effect, therefore, seems to be transitory unless reinforced in some way. Frazier (1966) compared the effects of a Manpower Development Training Act (MDTA) rogram for the vocational rehabilitation of high school drop-outs with graduates of the vocational education program in Oklahoma City. Comparative analysis showed significant differences in favor of the MDTA group, especially when skill training was supplemented by academic education.

Rehabilitating the Juvenile Delinquent

When early school departure is caused by or followed by arrest because of acts of delinquency, rehabilitation is needed to overcome not only the social and psychological effects of incarceration, but the effects of the

drop-out syndrome as well. Rehabilitation ordinarily starts in juvenile detention homes and characteristically includes elements noted in programs of primary prevention, educational remediation, and vocational education. After release, rehabilitation continues with on-the-job training and remedial education as directed by the rehabilitation counselor.

Only a narrow portion of the literature on rehabilitation concerns work with the school drop-out. Yet, it is among these few programs that we find one of the most successful attacks on school alienation yet mounted; the program was formulated by Massimo in conjunction with Judge Baker Study of Juvenile Delinquency in 1961.

Concerned that efforts of schools and social agencies to fight juvenile delinquency had been fragmentary, Massimo pointed out that alienation had to be fought simultaneously through psychotherapy, while educational remedial efforts progressed in conjunction with job placement and supervision.

The psychological factors underlying delinquent behavior involve problems in object relationships, psychosexual development, and disturbances in ego and super-ego functioning. Typically, the delinquent adolescent, as a result of early childhood deprivation and rejection, is unable to achieve a sense of personal identity and experiences ego-diffusion. His basic problems are reflected in antisocial behavior patterns, lack of control over impulses, contempt for authority, a derogatory self concept, and a concomitant arresting of learning and of the formation of positive interpersonal relationships (1962).

Consideration of these dynamics and of the treatment needs of adolescent delinquents brough Massimo to formulation of the following set of assumptions:

Assumption 1: Effective changes in the behavior of adolescent delinquents can be achieved through an individual counseling relationship.

Assumption 2: Adolescents with delinquent character structures who are receiving effective therapy can benefit from concomitant tutorial efforts.

Assumption 3: Employment of the adolescent delinquent is a reality situation which affords the youngster an avenue for gaining needed self-respect and provides a reference point for other therapeutic techniques.

The experimental and the control groups of ten students each--all recent drop-outs from the Newton (Massachusetts) Public Schools--were selected on criteria of antisocial behavior, intelligence, school status, age and sex, socioeconomic level, and absence of previous therapy.

> "...The delinquents in the group to be treated were then contacted by telephone. During this initial conversation, the adolescent was briefly told of the program and informed that the school had supplied his name as being among those who had recently dropped out or been suspended. It was suggested that, besides assistance in finding a job, he could receive help with any personal matters he felt inclined to discuss and that the counselor could also function, if so desired, as a private teacher. If the delinquent seemed interested, an appointment was then made for him to meet the counselor and learn more about the program.

> "Caution and reluctance upon the part of the adolescent was respected and the voluntary and self-initiating nature of the service was stressed. If he decided to participate, a weekly meeting time was mutually agreed upon. These sessions were not restricted to one hour in length but varied according to the needs of the individual. Each youngster was given the counselor's phone number and told that he could call in any emergency or to cancel an appointment."

Massimo reports that at first the delinquent tested the counselor-tutor in the initial phase of establishing the relationship. As the counselor-tutor proved able to successfully communicate interest, acceptance and empathy, maintenance of the working relationship ensued. As acceptance occurred, the counselor-tutor then proved able to confront the delinquent with reality, particularly the reality of his inability to perform on the job he had then secured. The availability of the job proved to be the therapeutic level, then permitting the counselor-tutor opportunity to undermine the delinquent's defenses and get him to ask for help in writing off his deficiencies. Remedial education was provided in this case by the counselor-tutor himself. This permitted Massimo to maintain the relationship he had established with each delinquent but to tutor him in direct relation to those deficiencies which they mutually agreed had to be attacked to secure continuation on the desired job. Specific deficiencies gradually were revealed as general deficiencies and there was then opportunity (albeit limited) to work on general remediation as well.

Massimo started to wean the delinquent from his help around the eighth month in order to help the delinquent prepare for maintaining the gains in employment and education which he had achieved. This activity led to termination in ten months on a mutually satisfactory basis in most instances.

Massimo used a thematic apperception technique to evaluate changes in the personality variables of control of aggression, attitude toward authority, and self-image which were expected to result from the treatment service. A standard achievement battery was used to evaluate changes in academic skills. The work histories of both experimental and control subjects were examined on the basis of self reports and employer interviews. Changes in overt symptomatology were evaluated through personal observations of the investigator, police records, and other appropriate evidence.

The outcomes of Massimo's study suggested that job placement, when combined with psychological counseling and related remedial education in a comprehensive therapeutic program, was an effective treatment technique resulting in positive changes in behavior in adolescent delinquents.

Specific results indicated that this treatment approach leads to improvement in control of aggression and in self-image. A supported entry into the working world enhanced the delinquent's self-esteem, and the growing realization that he was able to learn under certain circumstances reinforced a more positive personal evaluation. With the gradual emergence of a new self-concept, the delinquent was better able to control his aggressive impulses. Since much of this behavior represented a defensive reaction against underlying feelings of worthlessness, it tended to diminish with the development of an improved self-image.

The findings concerned with the anticipated improvement in attitude toward authority did not reach a required level of significance. Several factors were identified which may have reduced the possibility of obtaining positive changes in this variable. These related to the absence of parental treatment, the lack of positive reinforcement from community authority figures, and the statistical problems inherent in a small research sample.

> "Three other findings of this study can be viewed with relative confidence. An evaluation of the achievement battery scores of the experimental and control groups showed significant results in all areas tested, indicating that the delinquents receiving the comprehensive service improved considerably in their academic performance. In view of the fact that many previous remedial education efforts with delinquents have been relatively unsuccessful, this outcome is most encouraging. It appears that antisocial adolescents are able to learn when cognitive tasks are presented within the context of an individualized program that is reality-oriented. Although academic activities were primarily related to the individual's job performance, some generalization of learning seems to have occurred, for several experimental group members improved in areas where little formal tutoring was accomplished.
>
> Two other positive findings relate to the work history and overt symptomatology evidenced in the research groups. A comparative analysis of the study subjects revealed that the experimental group members evidenced a more positive employment record as well as a significant reduction in antisocial behavior. Control subjects experienced repeated vocational failure and increasing behavioral difficulties."

Massimo demonstrated unusual success in the integrated program he was able to mount as a counselor-tutor. His approach, with its sharpness of goals and its comprehensive attack on psychological, social, and educational problems, might serve as a prototype for any preventive or rehabilitative program.

Two other studies dealing with the rehabilitation of juvenile delinquents should be noted.

Jeffery (1967) initiated a program which eventually treated 163 black youths in an attempt to reinforce behavior associated with academic remediation, work preparation, and social conduct. Only 42 who started the program were actively participating when the program terminated. The range of participation for this latter group was from 16 to 130 weeks. Offers of food and refreshment lured the subjects to the project. When there they received

rewards, including money, for completing educational and occupational tasks. Progress was achieved in mathematics, English, social studies, science, and reading; 13 of 22 who attempted the General Education Development test passed. Participants worked in crews on several projects. But, a recreation program for students proved a failure, efforts toward job training and employment proved largely unsuccessful, and there was no evidence that the antisocial or delinquent behavior of the group was diminished to any significant extent. The participants were primarily interested in "beating the system." Jeffery concluded that delinquency, under-education, and unemployment are related to each other and to other variables in such a way that a change in one variable will not necessarily produce a change in others.

It is important to note that a better use of behavior modification may now be possible. Bruch and others (1973) have issued a substantial monograph on modeling and imitation in rehabilitation cases.

Slavet (1963) describes a Boston Youth Opportunities Project which attempted a second kind of approach: massive preventive and rehabilitative means to alleviate the potential ill effects of school alienation. This was an action research project, an attempt to reduce the volume and seriousness of criminal-type behavior of male youth 12-16 years old in specified target areas. It was presumed that a lower class child's experiences produce a set of values and expectations that diverge sharply from those of the system, and that a destructive cycle of mutual misunderstanding and inappropriate expectations is thereby set in motion.

The individual and the control system have to be brought closer together by intervention on both sides. Sixteen programs including legal, employment, education, medical, and other social services were initiated in this comprehensive approach to the problem.

A training and employment program was directed at youths who were out of school and unemployed. Preventive programs included reading, pre-kindergarten, guidance advisors, and school adjustment counselors. Another group of programs included work-study, tutoring, ability identification and development, and home-school liaison. A combination camp-school and college campus program was initiated for summer activity. The general problem was to see that each separate program achieved its goals so that the sixteen programs in their entirety would have some overall effect on the rehabilitation of juvenile delinquents. Unfortunately, the results of this ambitious project are not currently available.

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